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ABSTRACT

This curriculum guide provides instructional materials for an 8-week training program, entitled Hospitality Occupational Skills Training (HOST) Cooperative. It offers an alternative skills training program to meet the needs of disadvantaged, minority populations and of employers who must recruit more highly skilled workers from those populations. Eight instructional units are provided: orientation; hotel industry enhancement; employment-related critical incidents; preparation for communication skills; introduction to occupational skills; employment critical thinking skills; management for employability; and job seeking skills. Eight to 15 activities are presented for the 4 days over which the training is spread during each week. An information sheet for each activity provides the activity title; length of time to complete; vocational education and adult basic education competencies covered by the activity; and suggested teaching activities. (YLB)

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HOSPITALITY OCCUPATIONAL SKILLS TRAINING COOPERATIVE

PROJECT HOST

CURRICULUM GUIDE

Northwest Educational Cooperative

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Therefore, each vocational education program, like all other programs or activities receiving financial assistance from the U.S. Department of Education, must be operated in compliance with this law.

AUTHORIZATION FOR THE STUDY: The report was developed as part of the project Hospitality Occupational Skills Training Cooperative (HOST), funded under Grant Number V199A90049, U.S. Department of Education, Office of Vocational and Adult Education. The project is one of a series of projects authorized under the Cooperative Demonstration Program (High Tech.).

The opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

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FORWARD

The Northwest Educational Cooperative was funded by the Office of Vocational and Adult Education, U.S. Department of Education to conduct a cooperative demonstration program entitled Hospitality Occupational Skills Training Cooperative (HOST), from 10/01/89 to 08/31/90. Actively involved in the development and implementation of this project were the major hotels located downtown Chicago and at the O'Hare Airport, i.e. the Marriott, the Hyatt, and Westin.

HOST was conceived as an alternative skills training program to meet the dual needs of: (1) Chicago's inner city adults who, caught in the web of poverty, are chronically unemployed, long termed welfare dependents and disadvantaged by multiple barriers to employment, and (2) the employers who, because of the rapidly changing technology, must recruit more highly skilled workers drawn from a more disadvantaged population.

The typical HOST student is a black female single parent (71%) with 2 children. She dropped out of high school (63%) due to pregnancy. Her reading ability before entering the program was tested (T.A.B.E) at the 5.28 grade level. Her math computational skills were tested (T.A.B.E) at the 4.8 grade level.

These educational barriers resulted in the lack of confidence, low motivation and generational public aid dependency. Consequently, permanent employment for this population is almost unachievable. 38% indicated no employment at all, prior to intake and assessment. Although 62% had at least one job, only 14% had more than one job. Thus for HOST participants, the standard classroom represents past failures in the educational system and reinforces the low esteem self-esteem endemic to long term (over 4 years) public aid dependency.

As a result of the HOST demonstration project, 204 participants were served, 154 (75%) of whom completed training and received supportive employment services. The students' gained at least one grade level, or better, as indicated in the TABE post-test scores, administered at the completion of each of the four 8 week demonstration training cycle.

The Northwest Educational Cooperative wishes to express our appreciation to the Office of Vocational and Adult Education, U.S. Department of Education, for offering us the opportunity to participant in this important Cooperative demonstration initiative. This effort has made a dramatic difference in the lives of many.

The project further extends our acknowledgement to several individual who contributed greatly to the success of the project:

- Mr. Richard DiCola, Project Officer, OVAE, for his responsiveness, facilitation and support throughout the funding period.
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- Rena Bryson, HOST Instructor, for her unwavering belief in and dedication to her students.

- Kathleen Riordan, HOST Employment Coordinator, for her energy, optimism and sterling effort in marketing and job development.

- John Hicks, HOST Counselor, for his insights, concerns and dedication to his clients.

- Prasong Amarathithada, Project Secretary, for her flexibility, tireless effort and positive attitude.

Tipawan T-Q Reed
Project Director

Theodora C. Mills
Operations Manager

November 30, 1990

WEEK # 1

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 1)

ACTIVITY # 1: EXPECTATION MATCH

Length of Time: 40 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Team Building.	• Writing Skills. • Communication Skills.

Suggested Teaching Activities:

- Pair students to introduce partners to class and talk about expectations.
- Record expectations on board.
- Recognize adult student's behavior in unfamiliar setting.
- Generate dialogue to break down barriers.
- Find commonality with unknown participants.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 1)

ACTIVITY # 2: EXPECTATION FEEDBACK

Length of Time: 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Develop Social Skills.	• Critical Thinking Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Pose question: "What will it take to reach your expectations?"
- Restate goals and expectations to adult students by reinforcing values and habits.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 1)

ACTIVITY # 3: WRITING ASSIGNMENT
"WHY CAN'T I GET A JOB ON MY OWN?"

Length of Time: 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Identification of Individual Barriers to Employment. • Break Through Internal Barriers to Writing Skills.	• Listening Skills. • Analytical Thinking Skills.

Suggested Teaching Activities:

- Large group discussion.
- Topic: The difficulty of employment without experience, training or skills.
- Emphasize importance of how training leads to employment to motivate participants.
- Students write short essay on previous job experiences.
- Randomly select three or four students for verbal feedback from essay.
- Briefly discuss other reasons for lack of employment.
- Use examples: Lack of transportation, lack of motivation, etc.
- Conclude with the importance of job training programs.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 1)

ACTIVITY # 4: DISCUSSION OF PROGRAM POLICIES AND EXPECTATIONS

Length of Time: 1 hour

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Behavior Modification in Preparation for Program and Formal Employment.	• Comprehension Skills. • Communication Skills. • Listening Skills. • Critical Thinking Skills.

Suggested Teaching Activities:

- Lecturette - Topic: Northwest Educational Cooperative Participant Policy Handbook.
- Large group discussion of program as a model of real workplace.
- Importance of attendance and punctuality is highly stressed.
- Distribution of policy handbook.
- Conclude with the importance of reading and reviewing handbook for clarity.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 2)

ACTIVITY # 5: "PEOPLE SEARCH"

Length of Time: 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Build Social Skills.	• Communication Skills. • Writing Skills. • Critical Thinking Skills.

Suggested Teaching Activities:

- Disseminate hand-out.
- Participants discover other's interests and hobbies.
- Information is written by participant.
- Small group discussion.
- Reprocessed through individual feedback.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 2)

ACTIVITY # 6: POLICY HANDBOOK QUIZ

Length of Time: 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Build Program and Job Readiness Skills.	• Listening Skills. • Communication Skills. • Reasoning Skills. • Writing Skills. • Judgmental Thinking Skills.

Suggested Teaching Activities:

- Distribute hand-out.
- Read aloud each question for clarity and level of comprehension.
- Have students answer questions on written form.
- Display positive reinforcement to motivate students.
- Emphasize the significance of policy handbook.
- Reprocess through prior policy handbook discussion.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 2)

ACTIVITY # 7: "PROS AND CONS OF WORKING IN HOTEL"

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Reinforce Motivation.	• Attentiveness Skills.
• Clarification of Values of Working in Hotel Industry.	• Communication Skills.
	• Judgmental Thinking Skills.

Suggested Teaching Activities:

- Disseminate hand-out.
- Brainstorm pros and cons and record on board.
- Emphasize the advantages of working in hotel industry.
- Large goup discussion.
- Summarize subject matter for clarity.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 2)

ACTIVITY # 8: JOB DESCRIPTIONS

Length of Time: 1 hour

VOC. ED. COMPETENCIES

- Career Exploration.
- Team Building.
- Increase Awareness of Tasks, Skills and Responsibilities in Available Occupations.

ABE COMPETENCIES

- Build Reading and Writing Skills.

Suggested Teaching Activities:

- Hand-out copies of job descriptions.
- Review and discuss job descriptions.
- Students choose 3 jobs for which they think they are qualified and that they think they want.
- Students write short essays about each job, stating reasons for choice, and why employer should choose them.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 3)

ACTIVITY # 9: CODE OF CONDUCT RELAY

Length of Time: 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Develop Leadership Skills.	• Critical Thinking Skills.

Suggested Teaching Activities:

- Use numbered heads technique to form relay team.
- Emphasize the importance of writing and recalling previous information.
- Encourage participants to actively participate.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 3)

ACTIVITY # 10: LECTURE: SUBSTANCE ABUSE

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Become Aware of the Dangers of Substance Abuse in Employment Environment.	• Communication Skills. • Critical Thinking Skills.

Suggested Teaching Activities:

- Disseminate appropriate substance abuse materials.
- Read and discuss.
- Discussion is geared toward negative experiences and consequences of drug user.
- Emphasize the different signs and symptoms of drug user with examples: lethargy, negative attitude, etc. Discuss how a drug problem can affect one's private life and employment.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 3)

ACTIVITY # 11: HOUSEKEEPING/COMMUNICATION VIDEO

Length of Time: 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Build Awareness of Housekeeping and Proper Functions of Hotel Industry.	• Build Reading Skills.

Suggested Teaching Activities:

- Use guided viewing techniques.
- Large group discussion.
- Individual feedback.
- Worksheet.

INSTRUCTIONAL UNIT: ORIENTATION

LESSON PLAN (WEEK 1 DAY 3)

ACTIVITY # 12: "FOLLOWING DIRECTIONS"

Length of Time: 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Awareness of Difficulty in Following Directions When Under Pressure.	• Critical Reading Skills. • Analytical Thinking Skills.

Suggested Teaching Activities:

- Create tense testing environment.
- Distribute worksheet, face down, purposely giving conflicting directions.
- Test indicates 10 minutes, instructor tells students that they only have 5 minutes, to create tension.
- Discuss the difficulty in doing test; compare to following directions on the job.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 3)

ACTIVITY # 13: WRITING ASSIGNMENT:
"WHY IS IT IMPORTANT TO HAVE RESPECT?"

Length of Time: 25 min.

VOC. ED. COMPETENCIES

- Identification of Individual Barriers to Writing.
- Reinforce Motivation.

ABE COMPETENCIES

- Writing Skills.
- Analytical Thinking Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Discuss the importance of having respect for self and others.
- Emphasize how certain situations can have positive outcomes, by implementing respect.
- Highly stress the significance of maintaining an image of self respect.
- Concluding concept: If one gives respect, one will receive respect from others.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 4)

ACTIVITY # 14: INTRODUCTION TO GOAL PLANNING

Length of Time: 20 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Career Building.	• Critical Thinking Skills.
• Goal Exploration.	• Writing Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Discuss the importance of becoming self-sufficient.
- Emphasize the necessities in obtaining a goal.
- Use example of past experience in setting goals and obtaining them.
- Briefly speak of old adage "If you don't know where you're going; you probably won't get there" in reference to planning for future occupations.
- Large group discussion.

INSTRUCTIONAL UNIT: ORIENTATION
LESSON PLAN (WEEK 1 DAY 4)

ACTIVITY # 15: CLIENT AGREEMENT

Length of Time: 2 hours

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Reinforce Attentiveness.	• Communication Skills. • Decision Making Skills.

Suggested Teaching Activities:

- Large group discussion.
- Clarify unstated assumptions for program requirements.
- Stress suitable set of criteria.
- Individual interviewing process.

WEEK # 2

INSTRUCTIONAL UNIT: HOTEL INDUSTRY ENHANCEMENT
LESSON PLAN (WEEK 2 DAY 1)

ACTIVITY # 1: RECALL - PREVIOUS WEEK

Length of Time: 20 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Building Social Skills.	• Critical Thinking. • Communication Skills.

Suggested Teaching Activities:

- Large group discussion.
- Randomly call participant to restate previous information as stated in orientation.
- Conclude by restating information for clarity.

INSTRUCTIONAL UNIT: HOTEL INDUSTRY ENHANCEMENT
LESSON PLAN (WEEK 2 DAY 1)

ACTIVITY # 2: HOTEL RULES

Length of Time: 1 hr. 20 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Team Building.	• Reading Skills.
• Increase Level of Social Skills.	• Communication Skills.
• Increase Knowledge of Hotel Expectations.	• Comprehension Skills.

Suggested Teaching Activities:

- Distribute hand-outs.
- Read aloud.
- Emphasize similarities of hotel rules and program rules.
- Students form small groups to discuss each hotel rule.
- Each student from the group selects a rule to discuss aloud to increase level of comprehension.
- Reprocess in large group discussion.

INSTRUCTIONAL UNIT: HOTEL INDUSTRY ENHANCEMENT
LESSON PLAN (WEEK 2 DAY 1)

ACTIVITY # 3: VIDEO SEGMENT ON DISNEY WORLD

Length of Time: 1 hr.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Recognition of Video Relating to Real Workplace. • Modify Behavior in Preparation for People Contact.	• Attentiveness Skills. • Coping Skills. • Examinational Thinking Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Discuss how Disney World is viewed as a fantasy world.
- Emphasize how employee's role is of an actor.
- Stress the importance of how the role of employees in Disney Video relates to the Hotel Industry.
- Have students write other similarities while viewing video.
- Conclude with large group discussion for level of comprehension.

INSTRUCTIONAL UNIT: HOTEL INDUSTRY ENHANCEMENT
LESSON PLAN (WEEK 2 DAY 1)

ACTIVITY # 4: HOTEL PURPOSE

Length of Time: 20 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Business Rationale Reinforced. • Identify the Role of the Employee in Increasing Market Share in Hospitality Industry.	• Listening Skills. • Critical Thinking Skills. • Communication Skills.

Suggested Teaching Activities:

- Read aloud: Marriott reference materials.
- Discuss significance of hotel philosophy.
- List examples on board for hotel purpose.
- Examples: make money, sell rooms, quality service.
- Obtain clues from board to retain subject interest.
- Pose questions: Why is this philosophy important? What makes guest return to the same hotel?
- Conclude with feedback for level of comprehension.

INSTRUCTIONAL UNIT: HOTEL INDUSTRY ENHANCEMENT
LESSON PLAN (WEEK 2 DAY 2)

ACTIVITY # 5: HOTEL ORGANIZATION

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Hotel Jargon.	• Listening Skills.
• Awareness of Basic Organizational Structure of the Hotel.	• Communication Skills.
• Identification of Specific Departments in Hotel Industry.	• Reading Skills.
	• Writing Skills.
	• Thinking Skills.

Suggested Teaching Activities:

- Disseminate worksheet.
- Read aloud and discuss chain of command.
- Clarify unstated assumptions.
- Large group discussion.
- Individual feedback.
- Students individually complete hand-outs in written form.
- Conclude by reviewing answers.

INSTRUCTIONAL UNIT: HOTEL INDUSTRY ENHANCEMENT
LESSON PLAN (WEEK 2 DAY 2)

ACTIVITY # 6: "ANTI-HOSPITALITY ARTICLE"
NEGATIVE HOSPITALITY WRITING ASSIGNMENT

Length of Time: 1 hour

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Reinforce Organization Structure. • Increase Aggressive Hospitality Awareness.	• Communication Skills. • Listening Skills. • Reading Skills. • Writing Skills. • Critical Thinking Skills.

Suggested Teaching Activities:

- Distribute article.
- Read aloud.
- Pose questions from article for feedback.
- Discuss answers for level of comprehension.
- Students brainstorm some hospitality techniques.
- List hospitality techniques on board.
- Summarize with large group discussion the importance of displaying good hospitality.
- Students write short essay on past negative hospitality experiences.

INSTRUCTIONAL UNIT: HOTEL INDUSTRY ENHANCEMENT
LESSON PLAN (WEEK 2 DAY 2)

ACTIVITY # 7: DIFFICULT SITUATIONS/"CUSTOMERS ARE..."

Length of Time: 45 min.

VOC ED. COMPETENCIES	ABE COMPETENCIES
• Adjust Behavior Appropriate to Aggressive Hospitality.	• Reading Skills. • Verbal Communication Skills. • Problem-Solving Skills. • Judgmental Thinking Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Pose question: Why are guests important people?
- Disseminate hand-out.
- Read aloud "Customers Are" hand-out.
- Reprocess through large group discussion.
- Hand out "Difficult Job Situations."
- Read aloud for clarity.
- Have students form small groups for role play.
- Summarize with the focus and importance of dealing with difficult situations on job.

INSTRUCTIONAL UNIT: HOTEL INDUSTRY ENHANCEMENT
LESSON PLAN (WEEK 2 DAY 3)

ACTIVITY # 8: VOCABULARY LIST

Length of Time: 1 hour

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Awareness of Vocabulary List in Connection with Hotel Language.	• Communication Skills. • Creative Writing Skills. • Critical Thinking Skills.

Suggested Teaching Activities:

- Formulate hotel language into vocabulary words.
- Distribute vocabulary list.
- Read aloud and discuss the connection between vocabulary list and hotel language.
- Have students define words, and write sentences for each word.
- Reprocess in large group discussion.

INSTRUCTIONAL UNIT: HOTEL INDUSTRY ENHANCEMENT
LESSON PLAN (WEEK 2 DAY 3)

ACTIVITY # 9: RESPONSIBILITY CLUSTER ACTIVITY

Length of Time: 50 min.

VOC. ED. COMPETENCIES

- Recognition of Independence Through Motivation.
- Coordinate Home Responsibilities with Work Responsibilities.

ABE COMPETENCIES

- Critical Thinking Skills.
- Communication Skills.
- Writing Skills.

Suggested Teaching Activities:

- Pose qestion: "What comes to mind when you think of the word JOB?"
- Have students brainstorm.
- Draw diagram on board.
- Insert students ideas in diagram for demonstration of clarity.
- Have students design graph using their own ideas.
- Conclude with individual feedback, and examples of student's activity warm-up.

INSTRUCTIONAL UNIT: HOTEL INDUSTRY ENHANCEMENT
LESSON PLAN (WEEK 2 DAY 3)

ACTIVITY # 10: WRITING ASSIGNMENT: "THE WORST JOB I EVER HAD"

Length of Time: 45 min.

VOC. ED. COMPETENCIES

- Identify Personal Responsibilities in Past Employment Problems.
- Project to Future Situations.
- Awareness of the Importance of Job Retention.

ABE COMPETENCIES

- Listening Skills.
- Communication Skills.
- Analytical Thinking Skills.

Suggested Teaching Activities:

- Brainstorming.
- Generate dialogue.
- Include questions: "Why was it the worst job?" "What could I have done to make it better?"
- Use examples from own experience to encourage and motivate students.
- Have students write about topic.
- Summarize with a clear focus on the importance of job retention, indicating various reasons that would make jobs pleasurable.

INSTRUCTIONAL UNIT: HOTEL INDUSTRY ENHANCEMENT
LESSON PLAN (WEEK 2 DAY 4)

ACTIVITY # 11: PRINCIPLES FOR A GOOD ATTITUDE

Length of Time: 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Reinforce Basic Hotel Philosophy.	• Judgemental Thinking Skills. • Communication Skills. • Listening Skills.

Suggested Teaching Activities:

- Reprocess hospitality techniques.
- Have students discuss why good hospitality is essential in working in the Hotel Industry.
- Emphasize the fact that a hotel employer won't hire people with bad attitudes.
- Conclude with the focus that having a good attitude is key to employment retention.

INSTRUCTIONAL UNIT: HOTEL INDUSTRY ENHANCEMENT
LESSON PLAN (WEEK 2 DAY 4)

ACTIVITY # 12: ATTITUDINAL ADJUSTMENT

Length of Time: 2 hrs.

VOC. ED. COMPETENCIES

- Recognition of Pre-Judgmental Skills.
- Identification of Personal Priorities that Relate to Job Readiness Skills.
- Reinforce Behavior Modification.

ABE COMPETENCIES

- Listening Skills.
- Comprehension Skills.

Suggested Teaching Activities:

- Lecturette: presented by program counselor.
- Generate dialogue.
- Pose question: "What do you think attitudinal adjustment means?"
- Students reply with multiple responses to identify an appropriate response.
- Emphasize the significance of portraying a positive attitude.
- Discuss dependability and utilization of available resources to overcome attitudinal deficiencies, such as lack of motivation.
- Concluding thought: "Think positive to override negative energy".

WEEK # 3

INSTRUCTIONAL UNIT: EMPLOYMENT RELATED CRITICAL INCIDENTS
LESSON PLAN (WEEK 3 DAY 1)

ACTIVITY # 1: RECALL PREVIOUS WEEK

Length of Time: 15 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Verbal Communication Skills.	• Utilize Critical Thinking Skills. • Exhibit Creative Thinking Skills.

Suggested Teaching Activities:

- Brainstorm; large group discussion.
- Each student states one assignment that was learned in prior week.
- Summarize stated information for clarity.

INSTRUCTIONAL UNIT: EMPLOYMENT RELATED CRITICAL INCIDENTS

LESSON PLAN (WEEK 3 DAY 1)

ACTIVITY # 2: "SELF-EVALUATION: STRENGTHS/WEAKNESS"

Length of Time: 45 min.

VOC. ED. COMPETENCIES

- Recognize Individual Strengths and Weaknesses.
- Relate to Job Occupation Choices.
- Focus on Personal Self-Improvement Plan.
- Build-Self-Esteem.

ABE COMPETENCIES

- Build Analytical Thinking Skills.
- Writing Skills.
- Reading Skills.
- Evaluation/Thinking Skills.

Suggested Teaching Activities:

- Disseminate hand-outs.
- Read aloud.
- Generate dialogue.
- Discuss own strengths and weaknesses. Tell how everyone has strength and weakness, and that it is important to recognize both.
- Discuss how weaknesses can be turned into strengths.
- Have students complete written assignment by clarifying strengths and weaknesses. Also, have students complete problem situations which are part of the evaluation hand-out.
- Reprocess through large group discussion.
- Summarize by having each student discuss possible plan for improvement in weakness category.

INSTRUCTIONAL UNIT: EMPLOYMENT RELATED CRITICAL INCIDENTS
LESSON PLAN (WEEK 3 DAY 1)

ACTIVITY # 3: "ANXIETY SCALE EXERCISE /STRESS & ANXIETY"

Length of Time: 1 hour

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Develop Coping Techniques for Employment Related Anxiety.	• Judgmental Thinking Skills. • Reading Skills. • Problem-Solving Skills.

Suggested Teaching Activities:

- Distribute hand-outs.
- Read aloud and discuss symptoms of anxiety.
- Compare and contrast stress and anxiety.
- Emphasize the importance of how stress can effect employment and personal situations.
- List stressors on board.
- Large group discussion.
- Conclude with methods of alleviation of stress.

INSTRUCTIONAL UNIT: EMPLOYMENT RELATED CRITICAL INCIDENTS
LESSON PLAN (WEEK 3 DAY 1)

ACTIVITY # 4: WRITING ASSIGNMENT:
"STRESSFUL SITUATIONS - WHAT CAN I DO?"

Length of Time: 40 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Recognition of Possible Ways to Deal with Employment Related Stress.	• Writing Skills. • Communication Skills. • Thinking Skills. • Problem Solving Techniques.

Suggested Teaching Activities:

- Generate dialogue. (Talk about one's own stressful experience.)
- Have students write about a stressful situation that they've had in the past (Individual Writing).
- Brainstorm collectively solutions for stress elimination.
- Conclude with possible solutions to deal with stressors.

INSTRUCTIONAL UNIT: EMPLOYMENT RELATED CRITICAL INCIDENTS
LESSON PLAN (WEEK 3 DAY 2)

ACTIVITY # 5: INTRODUCTION TO: "SCOPE METHOD"

Length of Time: 1 hour

VOC. ED. COMPETENCIES

- Social Skills.
- Coping Techniques.

ABE COMPETENCIES

- Problem Solving Techniques.
- Communication Skills.
- Logical Thinking Skills.

Suggested Teaching Activities:

- Disseminate hand-outs, along with written employment related situations.
- Read aloud and discuss the scope method as being a guide to approach difficult situations.
- Brainstorm answers/questions.
- Small group interaction.
- Conclude with the statement that taking steps toward problem resolutions can be rewarding for personal and employment situations.

INSTRUCTIONAL UNIT: EMPLOYMENT RELATED CRITICAL INCIDENTS
LESSON PLAN (WEEK 3 DAY 2)

ACTIVITY # 6: HOSPITALITY INDUSTRY QUESTIONS

Length of Time: 40 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Enhance Social Behavior.	• Reasoning Skills.
• Reinforce Cooperative Learning Skills.	• Critical Thinking Skill.

Suggested Teaching Activities:

- Distribute questionnaire.
- Read aloud and discuss the significance of questions.
- Students answer questions individually (written form).
- Summarize with large group discussion.

INSTRUCTIONAL UNIT: EMPLOYMENT RELATED CRITICAL INCIDENTS
LESSON PLAN (WEEK 3 DAY 2)

ACTIVITY # 7: VOCABULARY LIST

Length of Time: 1 hour.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Build Self-Reliance in Working Independently.	• Writing Skills. • Vocabulary Skills. • Word Power Skills.

Suggested Teaching Activities:

- Hand-out vocabulary list.
- Read aloud each word.
- Students define words (written form), also study for post test.
- Large group discussion.
- Conclude with spelling examination.

INSTRUCTIONAL UNIT: EMPLOYMENT RELATED CRITICAL INCIDENTS
LESSON PLAN (WEEK 3 DAY 3)

ACTIVITY # 8: "PALMER HOUSE STORY"

Length of Time: 1 hour. 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Develop Mental Link with Corporate Culture.	• Reading Skills.
• Construct Social Skills.	• Writing Skills.
	• Creative Thinking Skills.
	• Communication Skills.
	• Comprehension Skills.

Suggested Teaching Activities:

- Distribute hand-outs.
- Read aloud and briefly discuss the story of the Palmer House.
- Students answer questions on worksheet.
- Reprocess through verbal feedback.
- Clarify answers for level of comprehension.
- Conclude with open discussion, the Palmer House History.

INSTRUCTIONAL UNIT: EMPLOYMENT RELATED CRITICAL INCIDENTS
LESSON PLAN (WEEK 3 DAY 3)

ACTIVITY # 9: HOTEL RULES & REGULATIONS

Length of Time: 40 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Recognition of the Importance of Having Employee Rules & Regulations in Hotel Industry. • Develop Coping Techniques.	• Reading Skills. • Reasoning Skills. • Communication Skills. • Writing Skills.

Suggested Teaching Activities:

- Pose question: "What do you think Golden Rules are?
- Generate dialogue for discussion.
- Discuss how a lack of rules create serious problems.
- Emphasize how a structured system has strict rules, for controllable situations.
- Read aloud and ask questions from reading for clear level of comprehension.
- Students complete questions in written form.
- Conclude by restating the importance of rules and regulations in business and private settings.

INSTRUCTIONAL UNIT: EMPLOYMENT RELATED CRITICAL INCIDENTS
LESSON PLAN (WEEK 3 DAY 4)

ACTIVITY #10 WRITING ASSIGNMENT: "JOB RELATED INCIDENTS"

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Reinforce Job Retention Skills.	• Communication Skills. • Writing Skills. • Analytical Thinking Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Discuss the importance of knowing how to deal with job related incidents for job retention.
- Students write about past job related experiences.
- Students form groups to share experiences.
- Large group discussion.
- Summarize the importance of retaining employment.

INSTRUCTIONAL UNIT: EMPLOYMENT RELATED CRITICAL INCIDENTS
LESSON PLAN (WEEK 3 DAY 4)

ACTIVITY # 11: "STRESSORS"

Length of Time: 1 hr. 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Identification of Emotional Growth.	• Listening Skills.
• Rationale of Coping Methods.	• Comprehension Skills.
	• Problem-Solving Skills.

Suggested Teaching Activities:

- Lecturette: Topic - Appropriate Methods to Deal with Stressors.
- Pre-requisite of self-evaluation.
- Emphasize how stress can be fatal if appropriate methods are not implemented on a regular basis.
- Use examples such as: exercise; meditation; proper rest, etc.
- Discuss the fact that stress is like anger, if supressed or accumulated it can be come an exposive device.
- Conclude with coping methods.

WEEK # 4

INSTRUCTIONAL UNIT: PREPARATION FOR COMMUNICATION SKILLS

LESSON PLAN (WEEK 4 DAY 1)

ACTIVITY # 1 : RECALL PREVIOUS WEEK

Length of Time: 15 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Knowledge of Hotel Industry Operation.	• Communication Skills. • Critical Thinking Skills.

Suggested Teaching Activities:

- Brainstorming.
- Large group discussion.
- Students restate information from prior week.
- Conclude by restating information for clarity.

INSTRUCTIONAL UNIT: PREPARATION FOR COMMUNICATION SKILLS
LESSON PLAN (WEEK 4 DAY 1)

ACTIVITY # 2: INTRODUCTION TO COMMUNICATION SKILLS

Length of Time: 15 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Awareness of Language Proficiency for Occupational Task. • Reinforce Social Skills for Public Contact in the Workplace.	• Grammar Skills. • Communication Skills. • Listening Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Distribute hand-out.
- Emphasize the importance of using correct grammar in private and employment settings.
- Use examples of well known public speakers.
- Discuss the relevancy of having or using good diction skills for job interviews along with personal usage.
- Pair students to role play job interviews for practicing grammar skills.
- Summarize with statement that proficiency is enhanced through practice.

INSTRUCTIONAL UNIT: PREPARATION FOR COMMUNICATION SKILLS

LESSON PLAN (WEEK 4 DAY 1)

ACTIVITY # 3: SHORT INCOMPLETE SENTENCES

Length of Time: 40 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Awareness of Language Control.	• Writing Skills. • Reading Skills. • Judgmental Thinking Skills.

Suggested Teaching Activities:

- Distribute worksheets.
- Read aloud and discuss incorrect sentences.
- Students make corrections on worksheets.
- Students rewrite sentences for corrections.
- Large group discussions.
- Summarize by stating that some sentences sound correct, but are incorrect.

INSTRUCTIONAL UNIT: PREPARATION FOR COMMUNICATION SKILLS
LESSON PLAN (WEEK 4 DAY 1)

ACTIVITY # 4: WRITING ASSIGNMENT:
"WHY IS IT IMPORTANT TO USE GOOD GRAMMAR?"

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Awareness of the Difference Between Correct and Incorrect Language Usage. • Rationale of Role Model in Private and Public Setting.	• Communication Skills. • Writing Skills. • Analytical Thinking Skills.

Suggested Teaching Activities:

- Discuss the importance of using correct grammar.
- Demonstrate how using incorrect grammar can affect a job interview, and one's role model for children.
- Have students write essay on the topic.
- Each student gives feedback from written assignment.
- Conclude with rationale of correct grammar usage; give examples of how most people are judged by the way they speak.

INSTRUCTIONAL UNIT: PREPARATION FOR COMMUNICATION SKILLS
LESSON PLAN (WEEK 4 DAY 1)

ACTIVITY # 5: VERBAL/NON-VERBAL COMMUNICATION SKILLS
VOICE INTONATIONS/FACIAL EXPRESSIONS

Length of Time: 50 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Identification of Possible Individual Barriers to Employment.	• Listening Skills.
• Rationale of Non-verbal Communi-Cation in Private/Public Setting.	• Communication Skills.
	• Reading Skills.
	• Analytical Thinking Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Discuss the different ways to communicate.
- Use examples: voice qualities, facial expressions.
- Pose questions: What is verbal communication? When we talk about voice intonations, to what are we referring? What emotions and judgments can be inferred by intonation?
- Disseminate reading material.
- Read aloud.
- Reprocess by stating how one can misinterpret through facial expressions, and the tone of one's voice.
- Demonstrate by stating the same phrase, using different voice tone.
- Hand-out questions.
- Have students answer questions in written form.
- Conclude with focus on awareness on tone and expressions for job interview.

INSTRUCTIONAL UNIT: PREPARATION FOR COMMUNICATION SKILLS
LESSON PLAN (WEEK 4 DAY 2)

ACTIVITY # 6: VOCABULARY

Length of Time: 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Manipulation of Hotel Language.	• Writing Skills. • Comprehension Skills. • Communication Skills.

Suggested Teaching Activities:

- Hand-out worksheets.
- Read aloud.
- Each student define and make sentences from vocabulary list.
- Individual feedback.
- Summarize.

INSTRUCTIONAL UNIT: PREPARATION FOR COMMUNICATION SKILLS
LESSON PLAN (WEEK 4 DAY 2)

ACTIVITY # 7: WRITING ASSIGNMENT:
"WHY IS COMMUNICATION IMPORTANT?"

Length of Time: 1 hour

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Reinforce Verbal and Writing Skills.	• Writing Skills. • Communication Skills. • Analytical Thinking Skills.

Suggested Teaching Activities:

- Review yesterday's lesson on verbal & non-verbal communication.
- Express the importance of communicating with others in every day life.
- Discuss how there are many ways to communicate.
- Students write short essay on topic.
- Use examples: sign language; body language; eye contact, etc.
- Conclude with the overall importance of communication.

INSTRUCTIONAL UNIT: PREPARATION FOR COMMUNICATION SKILLS

LESSON PLAN (WEEK 4 DAY 2)

ACTIVITY # 8: "TELEPHONE ETIQUETTE"

Length of Time: 1 hr.15 min.

VOC. ED. COMPETENCIES

- Team Building.
- Reprocess Verbal, Written and Social Skills.
- Awareness of Industry Expectations in Relation to Job Positions that deal with Telephone & Guest Contact, e.g., Switchboard Operator.

ABE COMPETENCIES

- Communication Skills.
- Writing Skills.
- Listening Skills.
- Judgmental Thinking Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Emphasize the importance of displaying clear diction.
- Discuss the significance of projecting a positive image, when talking with others.
- Reinforce discussion by stating most employees never know who they are talking to, over the phone or in person. Therefore, it is the responsibility of the employee to maintain a pleasant and positive image.
- Pose questions: "Have you ever called a place of business, and the operator was short with you? How did you feel? What was your response?"
- Use example for positive and negative phone manners.
- Disseminate hand-outs.
- Pair students for role-play exercise.
- Have students answer questions on worksheet in written form.
- Large group feedback.
- Conclude with a focus on proficiency.

INSTRUCTIONAL UNIT: PREPARATION FOR COMMUNICATION SKILLS

LESSON PLAN (WEEK 4 DAY 3)

ACTIVITY # 9: NON-VERBAL COMMUNICATION SKILLS
BODY LANGUAGE

Length of Time: 1 hour

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Awareness of How Body Language Can Affect Employment.	• Listening Skills.
• Increase Awareness of Projecting Negative Messages and Effect on Job Performance.	• Communication Skills.
	• Reading Skills.
	• Critical Thinking Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Discuss how previous discussion focused on non-verbal communication dealing with tone and expressions.
- Emphasize how this non-verbal communication exercise will focus on body language.
- Pose question: How can a person communicate through use of body language?
- Use examples: Arms and legs crossed, body posture, etc.
- Disseminate reading material.
- Read aloud.
- Reprocess through demonstration of a negative and positive gestures and how this can affect a job interview.
- Hand-out questions.
- Have students answer questions in written form.
- Reprocess through group discussion of answers.

INSTRUCTIONAL UNIT: PREPARATION FOR COMMUNICATION SKILLS
LESSON PLAN (WEEK 4 DAY 3)

ACTIVITY # 10: VOCABULARY ENRICHMENT

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Reprocess Awareness of Self-Reliance in Working Independently. • Recognition of Creativity.	• Listening Skills. • Writing Skills. • Comprehension Skills. • Critical Creative Thinking Skills.

Suggested Teaching Activities:

- Have students pull out previous vocabulary list.
- Reprocess word list for level of comprehension.
- Have students use all words in a short essay.
- Reprocess with students verbal feedback of individual writings.
- Conclude with provision of encouragement and praises of students creativity.

INSTRUCTIONAL UNIT: PREPARATION FOR COMMUNICATION SKILLS

LESSON PLAN (WEEK 4 DAY 3)

ACTIVITY # 11: "IDENTIFICATION AND APPLICATION OF DAILY VALUES"

Length of Time: 1 hour

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Students Awareness of Personal Values.	• Listening Skills.
• Increase Sense of Reponsibility Regarding Employment and Daily Living Situations.	• Communication Skills.
	• Critical Thinking Skills.

Suggested Teaching Activities:

- Lecturette - Program Counselor.
- Define daily values.
- Discuss how to apply and identify daily values.
- Small group discussions.
- Large group feedback.

INSTRUCTIONAL UNIT: PREPARATION FOR COMMUNICATION SKILLS

LESSON PLAN (WEEK 4 DAY 4)

ACTIVITY # 12: PERCEPTION OF DAILY VALUES

Length of Time: 2 hours

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Behavior Modification.	• Listening Skills.
• Increase Awareness of Self-Esteem.	• Communication Skills.
	• Critical Thinking Skills.

Suggested Teaching Activities:

- Lecturette: Program Counselor.
- Define Perception.
- Discuss how individuals should not take certain issues for granted, also take one day at a time.
- Emphasize the importance of taking advantage of opportunities and challenges.
- Reprocess by stating this process will strengthen ones own self worth.
- Conclude with a focus on how experiences and challenges are a part of a growing process.
- Large group feedback.

WEEK # 5

INSTRUCTIONAL UNIT: INTRODUCTION TO OCCUPATIONAL SKILLS

LESSON PLAN (WEEK 5 DAY 1)

ACTIVITY # 1: RECALL PREVIOUS WEEK

Length of Time: 20 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Verbal Communication.	• Listening Skills.
• Reprocess Prior Knowledge.	• Communication Skills.

Suggested Teaching Activities:

- Brainstorming.
- Large group discussion.
- Each student states an assignment/activity that was learned in prior week.
- Summarize for clarity of restated information.

INSTRUCTIONAL UNIT: INTRODUCTION TO OCCUPATIONAL SKILLS
LESSON PLAN (WEEK 5 DAY 1)

ACTIVITY # 2: "HOUSEKEEPING PROFESSIONAL" GUEST ROOM CLEANING VIDEO

Length of Time: 1 hour

VOC. ED. COMPETENCIES

- Increase Awareness of Responsibilities of Jobs in Housekeeping Department.
- Awareness of Procedures and Expectations of Hotel Cleanliness.

ABE COMPETENCIES

- Listening Skills.
- Reading Skills.
- Communication Skills.
- Writing Skills.
- Comprehension Skills.

Suggested Teaching Activities:

- Emphasize the importance of professional cleaning in hotel industry.
- Pose questions: Have you ever stayed at a dingy hotel?
- How did you feel? What did you do? (For subject interest and level of motivation.)
- Distribute worksheets.
- Read each question aloud.
- Use guided video techniques.
- Have students answer questions in written form while viewing video.
- Reprocess answers for level of comprehension.
- Large group discussion.
- Conclude with statement of importance of hotel cleanliness.

INSTRUCTIONAL UNIT: INTRODUCTION TO OCCUPATIONAL SKILLS
LESSON PLAN (WEEK 5 DAY 1)

ACTIVITY # 3: GUEST ROOM CHECKLIST "SHORT CUTS"

Length of Time: 30 min.

VOC. ED. COMPETENCIES

- Team Building.
- Increase Awareness of Tasks Skills, and Responsibilities in Hotel Industry.

ABE COMPETENCIES

- Reasoning Skills.
- Reading Skills.
- Comprehension Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Emphasize the importance of acknowledging the fact the housekeeping is hard work, but there is room for advancement.
- Discuss how one should learn different techniques for cleaning rooms in a shorter period of time.
- Reprocess techniques by referring to prior video of hotel cleanliness.
- Distribute hand-outs of both checklist and short-cuts.
- Read aloud for clarity.
- Read each item on checklist for level of comprehension.
- Pair students into groups; each group rereads to find short-cuts.
- A leader is selected by peers to reprocess information.
- Large group discussion.
- Briefly discuss how hotels also uses point system for encouragement.
- Summarize with the importance of hotel cleanliness, along with emphasis on hotel point system.

INSTRUCTIONAL UNIT: INTRODUCTION TO OCCUPATIONAL SKILLS
LESSON PLAN (WEEK 5 DAY 2)

ACTIVITY # 4: BANQUET HOUSEMAN (CONVENTION SERVICES) AND UTILITY STEWARD

Length of Time: 1 hr. 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Job Descriptions of Banquet Houseman and Utility Steward.	• Reading Skills.
• Familiarization of Room Styles.	• Writing Skills.
	• Organizational Thinking Skills.

Suggested Teaching Activities:

- Pose questions: "What do you think is the difference between Banquet Houseman and Housekeeping Houseman?"
- Reprocess through brief explanation for clarity.
- Distribute worksheets, along with Banquet Houseman Manual.
- Read aloud questions on worksheets.
- Have students form groups to complete assignment in written form.
- Reprocess through large group feedback for level of comprehension.
- Pose question: "What do you think the job description of a Utility Steward is?"
- Restate answer for clarity.
- Describe each utensil, glassware, silverware, dish, etc., and demonstrate usage.
- Have students reprocess by stating identity of item, and arranging place settings.
- Summarize for clarity.

INSTRUCTIONAL UNIT: INTRODUCTION TO OCCUPATIONAL SKILLS
LESSON PLAN (WEEK 5 DAY 2)

ACTIVITY # 5: BANQUET HOUSEMAN & HOUSEKEEPING PROBLEM SITUATIONS

Length of Time: 30 min.

VOC. ED. COMPETENCIES

- Behavior Modification in Preparation for Public Contact on Job.
- Increase Awareness of Possible Problem Situations that Relate to Public Contact.
- Reinforce Cooperative Learning Skills.

ABE COMPETENCIES

- Reasoning Skills.
- Judgmental Thinking Skills.
- Problem Solving Techniques.

Suggested Teaching Activities:

- Briefly discuss how working with the public can sometimes be hectic, but also exciting.
- Discuss how working with the public, one needs to always present a pleasant attitude even when the environment is tense.
- Emphasize the importance of knowing how to deal with difficult situations, for job retention.
- Disseminate hand-outs.
- Read aloud for clarity.
- Students use Scope Method guideline for problem solving.
- Reprocess response through large group discussion.
- List three or four solutions on board.
- Summarize with positive feedback to motivate students.

INSTRUCTIONAL UNIT: INTRODUCTION TO OCCUPATIONAL SKILLS
LESSON PLAN (WEEK 5 DAY 2)

ACTIVITY # 6: WORD MATH PROBLEMS

Length of Time: 45 min.

VOC. ED. COMPETENCIES

- Increase Awareness of Job Responsibilities.
- Knowledge of Filling Out Occupancy and Housekeeping Forms.

ABE COMPETENCIES

- Computational Skills.
- Problem Solving Techniques.

Suggested Teaching Activities:

- Generate dialogue.
- Discuss briefly the possibilities of using computational skills in hotel industry.
- Introduce the need to be able to compute quantity & understand spatial relationships as it relates to position of Banquet Houseman.
- Stress the practical applications of math.
- Reprocess through brief discussion of prior Banquet Houseman assignment, referring to different styles of set-up for various occasions.
- Distribute worksheets.
- Read aloud.
- Have students answer math problems in written form.
- Reinforce through individual participation, by having each student implement math problems on board on a volunteer basis.

INSTRUCTIONAL UNIT: INTRODUCTION TO OCCUPATIONAL SKILLS
LESSON PLAN (WEEK 5 DAY 3)

ACTIVITY # 7: VOCABULARY ENHANCEMENT

Length of Time: 45 min.

VOC. ED. COMPETENCIES

- Increase Industry Specific Vocabulary.
- Acknowledge Linkage of Vocabulary List, and that of Industry Language.

ABE COMPETENCIES

- Writing Skills.
- Comprehension Skills.
- Word Attack Skills.
- Critical Thinking Skills.

Suggested Teaching Activities:

- Pose questions: Does it help to include words that we are familiar with into a list of vocabulary words? Does this help your understanding of hotel jargon?
- Reprocess with motivating response.
- Discuss briefly how you think that using hotel language in a vocabulary list is an excellent idea for reinforcement of comprehension level.
- Distribute vocabulary list.
- Read aloud.
- Have students define, and use each word in a short complete sentence.
- Conclude with focus of building word power for Hospitality application.

INSTRUCTIONAL UNIT: INTRODUCTION TO OCCUPATIONAL SKILLS
LESSON PLAN (WEEK 5 DAY 3)

ACTIVITY # 8: OVERVIEW QUESTIONS

Length of Time: 45 min.

VOC. ED. COMPETENCIES

- Review Pevious Information of Hotel Industry.
- Reinforce Rationale and Significance of Responsibilities in Occupations.

ABE COMPETENCIES

- Reading Skills.
- Comprehension Skills.
- Writing Skills.
- Critical Thinking Skills.

Suggested Teaching Activities:

- Briefly discuss what was learned in prior lessons for comprehension and motivation level.
- Distribute worksheets.
- Read aloud each question to ensure level of comprehension.
- Have students answer questions in written form.
- Collect worksheets.
- Review through process of large group discussion.
- Conclude with resolution of uncertainty for clarity.

INSTRUCTIONAL UNIT: INTRODUCTION TO OCCUPATIONAL SKILLS
LESSON PLAN (WEEK 5 DAY 3)

ACTIVITY # 9: FIRST AID PRESENTATION

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Awareness of Task Survival Skills, and Responsibilities in Private, and Public Life Situations. • Acknowledge the Dangers of the Lack of Safety Preparedness.	• Listening Skills. • Communication Skills. • Comprehension Skills. • Analytical Thinking Skills.

Suggested Teaching Activities:

- Lecturette: Red Cross Representative.
- Discuss the different services, that are provided through Red Cross.
- Emphasize various services & instruction that Red Cross is associated with; examples: disasters, military, health & safety, First-Aid/burns, diabetics emergency, CPR, frost bite, emergency shelter.
- Stress the importance of knowing how to save someone's life though the use of CPR (Cardiopulmonary Resuscitation). (Training can be arranged for class time.)
- Representative instructs students in the Heimlich Maneuver and has students demonstrate same.
- Conclude with the statement acknowledging significance of knowing emergency survival skills.

INSTRUCTIONAL UNIT: INTRODUCTION TO OCCUPATIONAL SKILLS
LESSON PLAN (WEEK 5 DAY 3)

ACTIVITY # 10: HOTEL CLEANLINESS ARTICLE

Length of Time: 20 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Realistic Perspective of Hotel Cleanliness.	• Reading Skills.
• Awareness of Responsibilities and Task in Hotel Industry.	• Listening Skills.
	• Comprehension Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Discuss the importance of cleanliness in the hotel industry.
- Emphasize the significance of housekeeping as being a formidable and tidy task.
- Distribute article.
- Pose questions: What is this article saying? What is the philosophy behind hotel cleanliness?
- Conclude with statement of "Just because the room has clean towels, doesn't always mean that the room is clean".

INSTRUCTIONAL UNIT: INTRODUCTION TO OCCUPATIONAL SKILLS
LESSON PLAN (WEEK 5 DAY 4)

ACTIVITY # 11: BEDMAKING TECHNIQUES

Length of Time: 1 hour 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Re-make Bed to Industry Standards in Allowable Time (5 min. goal).	• Listening Skills.
• Reinforce Team Building Process.	• Communication Skills.
	• Analytical Thinking Skills.

Suggested Teaching Activities:

- Discuss the previous housekeeping video which demonstrated the bedmaking techniques.
- Emphasize the significance of mitering.
- Highly stress the importance of changing sheets daily.
- Demonstrate bed-making techniques.
- Express the importance of speed and accuracy according to hotel standards.
- Have each student demonstrate bedmaking skills.
- Time each student with stop watch.
- Design sheet with student name for timing.
- Reprocess through demonstration, and by stating hotel standard for bedmaking is five minutes or less.

INSTRUCTIONAL UNIT: INTRODUCTION TO OCCUPATIONAL SKILLS
LESSON PLAN (WEEK 5 DAY 4)

ACTIVITY # 12: "CHANGING THE WAY WE VIEW SITUATIONS"

Length of Time: 1 hour 30 min.

VOC. ED. COMPETENCIES

- Behavior Modification.
- Increase Awareness of Pre-Judgmental Views.
- Recognition of Systematic Planning for Improvement of Priorities.

ABE COMPETENCIES

- Listening Skills.
- Communication Skills.
- Judgmental Thinking Skills.

Suggested Teaching Activities:

- Pose questions: What are we talking about when we speak of changing the way we view situations? Are we talking about pre-judging in a realistic form? What are we speaking of?
- Emphasize the importance of positive and realistic perspectives.
- Highly express the significance of mutual respect, and understanding the values of others opinions.
- Small group discussion.
- Large group feedback.
- Conclude with particular emphasis on stating the importance of respect for others and their opinions which may be different than most people. People have different points of view. "Live and let live." Be open-minded...we might learn something new...

WEEK # 6

INSTRUCTIONAL UNIT: EMPLOYMENT CRITICAL CREATIVE THINKING SKILLS

LESSON PLAN (WEEK 6 DAY 1)

ACTIVITY # 1: "REVIEW PREVIOUS WEEK"

Length of Time: 20 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Verbal Communication Skills.	• Listening Skills.
• Enhance Knowledge of Functions Hotel Industry.	• Communication Skills.
	• Analytical Thinking Skills.

Suggested Teaching Activities:

- Brainstorming.
- Large group discussion.
- Have each student state one assignment from previous week.
- Conclude by restating information for clarity.

INSTRUCTIONAL UNIT: EMPLOYMENT CRITICAL CREATIVE THINKING SKILLS

LESSON PLAN (WEEK 6 DAY 1)

ACTIVITY # 2: "CRITICAL THINKING ACTIVITY"

Length of Time: 2 hours 15 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Awareness of Possible Solutions to Deal with Obstacles. • Acknowledge Similarity of Obstacles and Stressors. • Identification of Individual Barriers to Employment.	• Reading Skills. • Communication Skills. • Listening Skills. • Writing Skills. • Critical Thinking Skills. • Evaluational Thinking Skills.

Suggested Teaching Activities:

- Pose question: What is Critical Thinking?
- Disseminate Critical Thinking Activity Worksheet.
- Read aloud.
- Discuss graph on Worksheet.
- Reprocess with question: What are obstacles?
- Have students think of other obstacles.
- List obstacles on board.
- Emphasize the importance of recognizing obstacles.
- Categorize obstacles on board.
- Make a chart which categorizes obstacles as being social or personal.
- Have students brainstorm which obstacles should be placed in specific columns on chart.
- Discuss the reason behind obstacles, and how obstacles are stumbling blocks toward achievements.
- Have students complete worksheet individually.
- Reprocess information for level of comprehension.
- Summarize with the focus of elimination of obstacles which may get in the way of future employment.
- Give multiple response approach for students to identify an appropriate response.
- Conclude with possible solutions to deal with obstacles.

INSTRUCTIONAL UNIT: EMPLOYMENT CRITICAL CREATIVE THINKING SKILLS

LESSON PLAN (WEEK 6 DAY 2)

ACTIVITY # 3: GOAL PLANNING EXCERCISE

Length of Time: 1 hour

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Behavior Modification.	• Listening Skills.
• Increase Awareness of Personal Responsibilities.	• Writing Skills.
• Enhance Organizational Structure of Goal Planning.	• Problem Solving Techniques.
	• Judgmental Thinking Skills.

Suggested Teaching Activities:

- Discuss the importance of having a goal for one's own personal achievement.
- Emphasize the fact that everyone should have goal. Talk about how it doesn't make a difference whether it is large or small, but should be reachable and realistic.
- Discuss how setting goals allows a person to identify what is important, and can boost achievement by transforming undisciplined thinking into focused attention.
- Stress the concept "If you don't know where you are going, you probably won't get there."
- Have students pull out their goal planning sheet which was issued in orientation week.
- Have students voluntarily read aloud their prospective goal, including targeted date for achievement.
- Have students read "Affirmation Statements".
- Conclude with affirmation and encouragement of students' goals.

INSTRUCTIONAL UNIT: EMPLOYMENT CRITICAL CREATIVE THINKING SKILLS
LESSON PLAN (WEEK 6 DAY 2)

ACTIVITY # 4: OVERVIEW COMPREHENSION QUESTIONS

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Comprehension Level for Employment Related Responsibilities • Reprocess Prior Knowledge of Classroom Activities.	• Reading Skills. • Writing Skills. • Creative Thinking Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Emphasize the significance of recalling prior information.
- Distribute questions.
- Read aloud for clarity.
- List one assignment on board for each phase from previous week, for subject interest and level of motivation.
- Have students complete assignment by adding other assignments in each phase.
- Highly stress to students that notes from prior lessons are forbidden; use critical thinking skills.
- Conclude with large group discussion.

INSTRUCTIONAL UNIT: EMPLOYMENT CRITICAL CREATIVE THINKING SKILLS

LESSON PLAN (WEEK 6 DAY 2)

ACTIVITY # 5: "NEC PARTICIPANT SURVEY"

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Constructive Criticism for Personal and Employment Settings.	• Writing Skills. • Judgmental Thinking Skills. • Decision Making Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Stress the importance of how the program needs honest feedback from participants.
- Instruct students not to put names on survey.
- Disseminate NEC participant survey.
- Have students complete survey in written form.
- Conclude by stating this survey is an overall evaluation of the program. In order for the program to reinforce its strengths and lessen its weaknesses, it must be able to receive honest, direct criticism.

INSTRUCTIONAL UNIT: EMPLOYMENT CRITICAL CREATIVE THINKING SKILLS
LESSON PLAN (WEEK 6 DAY 3)

ACTIVITY # 6: MATCH WORD PROBLEMS

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Awareness of Self-Confidence and Problem Solving Skills.	• Reading Skills. • Writing Skills. • Computational Skills. • Critical Thinking Skills.

Suggested Teaching Activities:

- Distribute worksheets.
- Read aloud.
- Reprocess through prior math assignment.
- Have students answer math problems in written form.
- Reinforce through individual participation, by having each student demonstrate math problems on board on a volunteer basis.
- Summarize by restating correct answers for clarity.

INSTRUCTIONAL UNIT: EMPLOYMENT CRITICAL CREATIVE THINKING SKILLS

LESSON PLAN (WEEK 6 DAY 3)

ACTIVITY # 7: WRITING ASSIGNMENT TOPIC: "WHAT WILL IT TAKE TO REACH YOUR GOAL?"

Length of Time: 45 min.

VOC. ED. COMPETENCIES

- Awareness of Realistic Goal Retention.
- Rationale of Personal and Social Responsibilities.

ABE COMPETENCIES

- Listening Skills.
- Communication Skills.
- Writing Skills.
- Reasoning Skills.
- Critical Thinking Skills.

Suggested Teaching Activities:

- Discuss own experience in reaching prior goals.
- Have students brainstorm before writing assignment.
- Stress the importance of realistic approaches toward goal accomplishments.
- Reprocess through individual feedback.
- Conclude with a focus on goal retention for motivation level.

INSTRUCTIONAL UNIT: EMPLOYMENT CRITICAL CREATIVE THINKING SKILLS

LESSON PLAN (WEEK 6 DAY 3)

ACTIVITY # 8: CRITICAL EMPLOYMENT SITUATIONS

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Build Relationships with Peers, and Exercise Team Building Skills Critical for Employment.	• Communication Skills. • Reasoning Skills. • Analytical Thinking Skills.
• Reinforce Social and Leadership Skills.	

Suggested Teaching Activities:

- Pose questions: Did you ever encounter a critical situation on your job? What happened? How did you deal with the situation?
- Discuss how some employment related incidents can be avoided.
- Emphasize the significance of job retention.
- Distribute "Critical Employment Related Situations."
- Group students to brainstorm situations.
- Have students conclude with possible solutions.
- Have students use Scope Method for guidance.
- Encourage students to participate without hesitation.
- Use example of own previous job related experience.
- Have students choose group leader for feedback.
- Summarize with suitable set of criteria generated.

INSTRUCTIONAL UNIT: EMPLOYMENT CRITICAL CREATIVE THINKING SKILLS

LESSON PLAN (WEEK 6 DAY 4)

ACTIVITY # 9: HOTEL TOUR

Length of Time: 2 hours

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Team Building.	• Listening Skills.
• Awareness of Organizational Structure within the Hotel Industry.	• Communication Skills.
• Reinforce Social Skills.	• Critical Thinking Skills.

Suggested Teaching Activities:

- Discuss on prior day that students should wear proper attire. (Students should dress as though for interview since tour is prelude to formal interview.)
- Emphasize the importance of maintaining a professional image while attending hotel tour.
- Reflect on program rules; remind students that they are representing the training program during tour.
- Have students generate appropriate questions to ask while touring hotel.
- Conclude with positive motivation.

INSTRUCTIONAL UNIT: EMPLOYMENT CRITICAL CREATIVE THINKING SKILLS

LESSON PLAN (WEEK 6 DAY 4)

ACTIVITY #10: "DEVELOPING CRITICAL THINKING SKILLS"

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Level of Self-Esteem.	• Attentiveness Skills.
• Reinforce Self-Confidence in Discission Making.	• Decision Making Skills.
	• Logical Thinking Skills.

Suggested Teaching Activities:

- Lecturette - presented by Program Counselor.
- Generate dialogue.
- Pose question: What is Critical Thinking?
- Emphasize the significance of using common sense.
- Discuss the importance and reality of using Critical Thinking in problem solving.
- Have students foster thinking as not being afraid of decision-making.
- Compliment students on accomphishments to date to encourage self-esteem.
- Stress the fact that everyone has something of value to contribute in this society.
- Conclude with a focus on students prioritizing their values.

WEEK # 7

INSTRUCTIONAL UNIT: MANAGEMENT FOR EMPLOYABILITY
LESSON PLAN (WEEK 7 DAY 1)

ACTIVITY # 1: RECALL PREVIOUS WEEK

Length of Time: 15 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Verbal Communication. • Increase Comprehension Skills. • Reprocess Prior Knowledge of Classroom Assigments.	• Listening Skills. • Communication Skills. • Comprehension Skills. • Systematical Thinking Skills.

Suggested Teaching Activities:

- Brainstorming.
- Large group discussion.
- Students restate information from prior week.
- Conclude by restating information for clarity.

INSTRUCTIONAL UNIT: MANAGEMENT FOR EMPLOYABILITY

LESSON PLAN (WEEK 7 DAY 1)

ACTIVITY # 2: PRACTICE SAMPLE JOB APPLICATION

Length of Time: 2 1/2 hours

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Knowledge of Written Job Language.	• Reading Skills.
• Acknowledge Importance of Using Legible Writing Skills.	• Writing Skills.
• Awareness of How Information on Employment Application Must Reflect Verbal Information Given During Interviewing Process.	• Comprehension Skills.
	• Listening Skills.
	• Critical Thinking Skills.

Suggested Teaching Activities:

- Discuss similarities of various sample applications.
- Emphasize the importance of legible printing skills.
- Stress the significance of valid information for job placement found on applicaton.
- Disseminate two applications to each student.
- Read aloud for clarity.
- Have students complete applications.
- Review applications with student for level of comprehension, spelling, grammer.
- Students exchange applications with partner for review of application completeness & legibility.
- Large group feedback.
- Reprocess with emphasis of completing each question.

INSTRUCTIONAL UNIT: MANAGEMENT FOR EMPLOYABILITY
LESSON PLAN (WEEK 7 DAY 2)

ACTIVITY # 3: CHILD CARE PLANNING

Length of Time: 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Recognize Stable Child Care Provision as Necessary Preparation for Employment. • Successfully Access Child Care Resources.	• Attentiveness Skills. • Communication Skills. • Problem-Solving Skills. • Critical Analytical Thinking Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Emphasize the importance of child care provision for job retention.
- Discuss possible resources for child care.
- Use examples: day care centers, senior citizens, relatives, and other reliable resources.
- Express to students the significance of contacting child care resources prior to job interview.
- Conclude with a focus on how adequate child care can eliminate any additional barriers to gainful employment.

INSTRUCTIONAL UNIT: MANAGEMENT FOR EMPLOYABILITY
LESSON PLAN (WEEK 7 DAY 2)

ACTIVITY # 4: PAYROLL & BUDGETING

Length of Time: 1 hour

VOC. ED. COMPETENCIES

- Increase Ability to Budget Earnings.
- Better Understand Payroll Deductions.
- Plan for Daily as Well as Monthly Expenditures.
- Understand the Importance of Budgeting Plans with Utility Companies.
- Understand the Value of Saving Whatever Amount Available.

ABE COMPETENCIES

- Listening Skills.
- Communication Skills.
- Critical Thinking Skills.
- Reasoning Skills.
- Analytical Thinking Skills.

Suggested Teaching Activities:

- Short lecture on reality of budgeting.
- Define budgeting.
- Define deductions.
- Review sample check stub.
- Plan actual individual budgets.
- Discuss how to arrange budget plans with utility companies.
- Discuss importance of maintaining good credit.
- Discuss the reality of saving.
- Summarize with a focus on the value of budgeting.

INSTRUCTIONAL UNIT: MANAGEMENT FOR EMPLOYABILITY
LESSON PLAN (WEEK 7 DAY 2)

ACTIVITY # 5: EMPLOYEE BENEFITS

Length of Time: 1 hour

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Recognize Variation Within Industry. • Increase Awareness of Employment Benefits.	• Attentiveness Skills. • Communication Skills. • Analytical Thinking Skills.

Suggested Teaching Activities:

- Brainstorm Employee Benefits [refer to "Pros & Cons" exercise during orientation].
- Use examples: gratis meals, promotions, medical insurance, dental insurance, vacations, tuition reimbursement, etc.
- List on board.
- Students form small groups to research benefit packages; students review actual employee handbooks donated by hotels.
- Reconvene as large group to discuss findings.
- Emphasize the importance of benefit variations in hotel industry.
- Summarize with a focus on realistic options.

INSTRUCTIONAL UNIT: MANAGEMENT FOR EMPLOYABILITY
LESSON PLAN (WEEK 7 DAY 3)

ACTIVITY # 6: "LOGICAL THINKING ACTIVITY"

Length of Time: 1 hr. 15 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Recognition of Unstated Assumptions of Logical Thinking Skills.	• Listening Skills.
• Reprocess Several Skills that are Important for Employment and Life Situations.	• Writing Skills.
	• Comprehension Skills.
	• Communication Skills.

Suggested Teaching Activities:

- Pose questions: What is Logical Thinking? Does this relate to practical thinking?
- Have students use multiple response approach to identify an appropriate response.
- Distribute hand-out.
- Read aloud for clarity and level of comprehension.
- Consider this concept: For some people, it is a positive challenge to analyze certain situations; for others, it becomes threatening. No one wants to encounter threatening situations, therefore they develop an avoidance reaction.
- Pose questions: Have you ever been in a situation where people were discussing issues you knew nothing about? How did you deal with this situation?
- Small group discussion; large group feedback.
- Have students complete questions from reading in written form.
- Reprocess through large group feedback.
- Conclude with the focus that the vast majority of people share the problem of logicophobia. It is not a terminal illness, and it can be cured.

INSTRUCTIONAL UNIT: MANAGEMENT FOR EMPLOYABILITY
LESSON PLAN (WEEK 7 DAY 3)

ACTIVITY # 7: WRITING ASSIGNMENT TOPIC: "WHAT DO YOU THINK WILL BE THE MOST FRIGHTENING THING ABOUT STARTING A NEW JOB?"

Length of Time: 1 hr. 30 min.

VOC. ED. COMPETENCIES

- Increase Personal Self-Esteem.
- Increase Expectancy of Job Success.

ABE COMPETENCIES

- Listening Skills.
- Writing Skills.
- Creative Critical Thinking Skills.

Suggested Teaching Activities:

- Pose questions: Is it the new environment that makes you nervous when starting a new job? What do you think? Think back to when you started a new job? How did you feel?
- Have students brainstorm past experiences.
- Share own experiences.
- Have students close eyes and visualize themselves on new job. Use imaging techniques as they "see" themselves in uniform, doing a task, interacting with co-workers, guests, or supervisor.
- Have students write about expectations on new job.
- Conclude with a focus on adjustment and preparation for future employment.

INSTRUCTIONAL UNIT: MANAGEMENT FOR EMPLOYABILITY
LESSON PLAN (WEEK 7 DAY 4)

ACTIVITY # 8: REALITY OF FIRST JOB PLACEMENT

Length of Time: 2 hours

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Increase Awareness of Accepting Available Position as First Job Assignment to Get on Payroll.	• Listening Skills. • Comprehension Skills. • Evaluational Thinking Skills.

Suggested Teaching Activities:

- Lecturette - presented by program counselor.
- Brainstorm students' occupation preferences.
- Brainstorm students' goals.
- Discuss the significance of promotions, transfers and other "career ladder" techniques to get beyond entry level employment.
- Discuss the effect of procrastinating, i.e. waiting for an "ideal job" that does not exist.
- Large group feedback.
- Conclude with a focus on entering into the job market.

WEEK # 8

INSTRUCTIONAL UNIT: JOB SEEKING SKILLS
LESSON PLAN (WEEK 8 DAY 1)

ACTIVITY # 1: "RECALL PREVIOUS WEEK"

Length of Time: 30 min.

VOC. ED. COMPETENCIES

- Reinforce Obtaining Employment.
- Reinforce Communication Skills that are Relevant to Employment.

ABE COMPETENCIES

- Communication Skills.
- Comprehension Skills.
- Analytical Critical Thinking Skills.

Suggested Teaching Activities:

- Brainstorming.
- Large group discussion.
- Each student states one assignment from previous weeks for level of comprehension.
- Highly stress and reflect on prior assignments.
- Conclude by restating information for clarity.

INSTRUCTIONAL UNIT: JOB SEEKING SKILLS
LESSON PLAN (WEEK 8 DAY 1)

ACTIVITY # 2: "PRACTICE APPLICATIONS" CONT.

Length of Time: 2 hours

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Reinforce Prior Assignment.	• Reading Skills. • Writing Skills. • Comprehension Skills. • Listening Skills. • Analytical Thinking Skills.

Suggested Teaching Activities:

- Generate dialogue.
- Highly stress the significance of using legible printing skills for clarity on job applications.
- Distribute applications.
- Review previous applications for corrections, accuracy, time squence, logic and credibility of informaton.
- Read "Reason For Leaving" past employment aloud. Group discusses credibility of answers and assists in revisions.
- Have students complete applications.
- Reprocess from previous lesson.
- Conclude with a focus on comprehension, and by stating the importance of using correct information.

INSTRUCTIONAL UNIT: JOB SEEKING SKILLS
LESSON PLAN (WEEK 8 DAY 2)

ACTIVITY # 3: "HOW POSITIVE ARE YOU?"

Length of Time: 1 hour

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Presents Positive Attitude for Successful Interview.	• Listening Skills.
• Behavior Modificaton.	• Communication Skills.
• Reinforce Level of Self-Confidence.	• Cognitive Skills.
	• Analytical Thinking Skills.

Suggested Teaching Activities:

- Large group discussion: emphasize the importance of portraying a positive attitude.
- Identify techniques for successful job interview.
- Use examples: smile, eye contact; arriving on time for interview, etc.
- Disseminate hand-out.
- Read aloud.
- Review with students for practice purposes.
- Demonstrate through role-play.

INSTRUCTIONAL UNIT: JOB SEEKING SKILLS
LESSON PLAN (WEEK 8 DAY 2)

ACTIVITY # 4: "MOCK INTERVIEWS" (Video)

Length of Time: 1 hour

VOC. ED. COMPETENCIES

- Increase Interviewing Proficiency.
- Identify Incorrect Interviewing Techniques.
- Modify Behavior to Include Correct Interviewing Techniques.

ABE COMPETENCIES

- Cognitive Skills.
- Communication Skills.
- Analytical Critical Thinking Skills.

Suggested Teaching Activities:

- Use guided viewing techniques.
- Have students critique Mock Interviews in small group discussions.
- Identify verbal and body language messages.
- Reprocess in large group discussion.
- Conclude with a focus on interviewing techniques being judged by students, and suitable set of criteria.

INSTRUCTIONAL UNIT: JOB SEEKING SKILLS
LESSON PLAN (WEEK 8 DAY 3)

ACTIVITY # 5: "TOUGH QUESTIONS"

Length of Time: 1 hour 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Formulate Successful Answers to "Trick" or Difficult Questions. • Develop Skills to Successfully Interview for Emploment.	• Attentiveness Skills. • Reading Skills. • Communication Skills. • Judgmental Thinking Skills.

Suggested Teaching Activities:

- Introduce worksheet.
- Emphasize the importance of recognizing and understanding unfamiliar job interview questions.
- Stress how unfamiliar questions can be difficult to answer.
- Read worksheet aloud for clarity.
- Have students focus on unfamiliar questions for preparation for a successful job interview.
- Discuss commonly asked questions for additional practice.
- Pose interview questions from hand-outs.
- Randomly call on students to respond.
- Conclude that honest answers presented in a positive light are the best defense against a negative interview.

INSTRUCTIONAL UNIT: JOB SEEKING SKILLS
LESSON PLAN (WEEK 8 DAY 3)

ACTVITY # 6: "INTERVIEWING TECHNIQUES"

Length of Time: 1 hr. 45 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Recognition of Successful Interview as Important Step in Job Placement.	• Listening Skills.
• Modify Behavior to Include Correct Techniques.	• Reading Skills.
	• Communication Skills.
	• Critical Thinking Skills.

Suggested Teaching Activities:

- Introduce sample interview script worksheets.
- Stress the importance of portraying a positive attitude for a successful interview.
- Distribute sample interview script worksheets.
- Have students review worksheet with special attention to "Hints."
- Discuss the importance of keeping responses short and simple.
- Role-Play interviews with student partner playing role of interviewer.
- Conclude with a focus on positive interviewing, along with the statement: "Don't volunteer information if not asked during interviews."

INSTRUCTIONAL UNIT: JOB SEEKING SKILLS
LESSON PLAN (WEEK 8 DAY 4)

ACTVITY # 7: MOCK INTERVIEWS CONT.

Length of Time: 1 hr.

VOC. ED. COMPETENCIES

- Apply Successful Interview Techniques.

ABE COMPETENCIES

- Listening Skills.
- Reading Skills.
- Communication Skills.
- Critical Thinking Skills.

Suggested Teaching Activities:

- Review positive interview techniques learned over past lessons.
- Divide class into any format; partner/diad, triad, round-robin double row, etc. One student role plays interviewer; other student role plays applicant.
- Mock interviews proceed; interviewer gives partner feedback.
- Partners change & change roles, (i.e. interviewer is now applicant with new partner).
- Interview process continues.
- Summarize by highlighting most successful techniques.

INSTRUCTIONAL UNIT: JOB SEEKING SKILLS
LESSON PLAN (WEEK 8 DAY 4)

ACTVITY # 8: INTRODUCTION MANDATORY PEER SUPPORT GROUP

Length of Time: 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Applies Appropriate Techniques to Solve Work Related Issues. • Extends Concept of Team Work to Peer Support Group.	• Listening Skills. • Problem-Solving Skills. • Critical Thinking Skills.

Suggested Teaching Activities:

- Counselor presents the purpose of Peer Support Group.
- Explains how these groups will be scheduled to assist interns with proper methods of dealing with critical issues at job-site.
- Emphasize relevant feedback from previous interns regarding effectiveness of support group.
- Stress that discussions will assist interns by reviewing and exploring different effective methods of coping with job training problems.
- Conclude with a focus on Peer Support Groups being a supportive service for job training program.

INSTRUCTIONAL UNIT: JOB SEEKING SKILLS
LESSON PLAN (WEEK 8 DAY 4)

ACTVITY # 9: INTERVIEW ASSIGNMENTS: QUESTIONS AND ANSWERS

Length of Time: 30 min.

VOC. ED. COMPETENCIES	ABE COMPETENCIES
• Demonstrate Commitment to Follow Through on Initial Appointments.	• Listening Skills. • Critical Thinking Skills.

Suggested Teaching Activities:

- Job Developer/Employment Counselor presents plan for Job Club phase of program.
- Appointments for interviews with Job Developer or Employment Counselor scheduled as necessary.
- Job Developer/Employment Counselor answers questions about interviewing from class. Typical questions have been: "Are the hotel recruiters <u>really</u> as tough as (the instructor) says they are?" "Why should it make any difference whether I am on time (for the interview) when (Personnel) always makes me wait anyway?"